

# College Readiness and Postsecondary Education in Kentucky



**Presentation by Robert L. King, CPE President  
Interim Joint Committee on Education  
August 13, 2012**

# Background

# 2011 High School Graduates **Ready** for College-Level Work Defined by KY College Readiness Benchmarks

Kentucky benchmarks=ACT subject scores of 18 in English, 19 in math, and 20 in reading (social sciences)

English:



Math:



Reading:



Science\*:

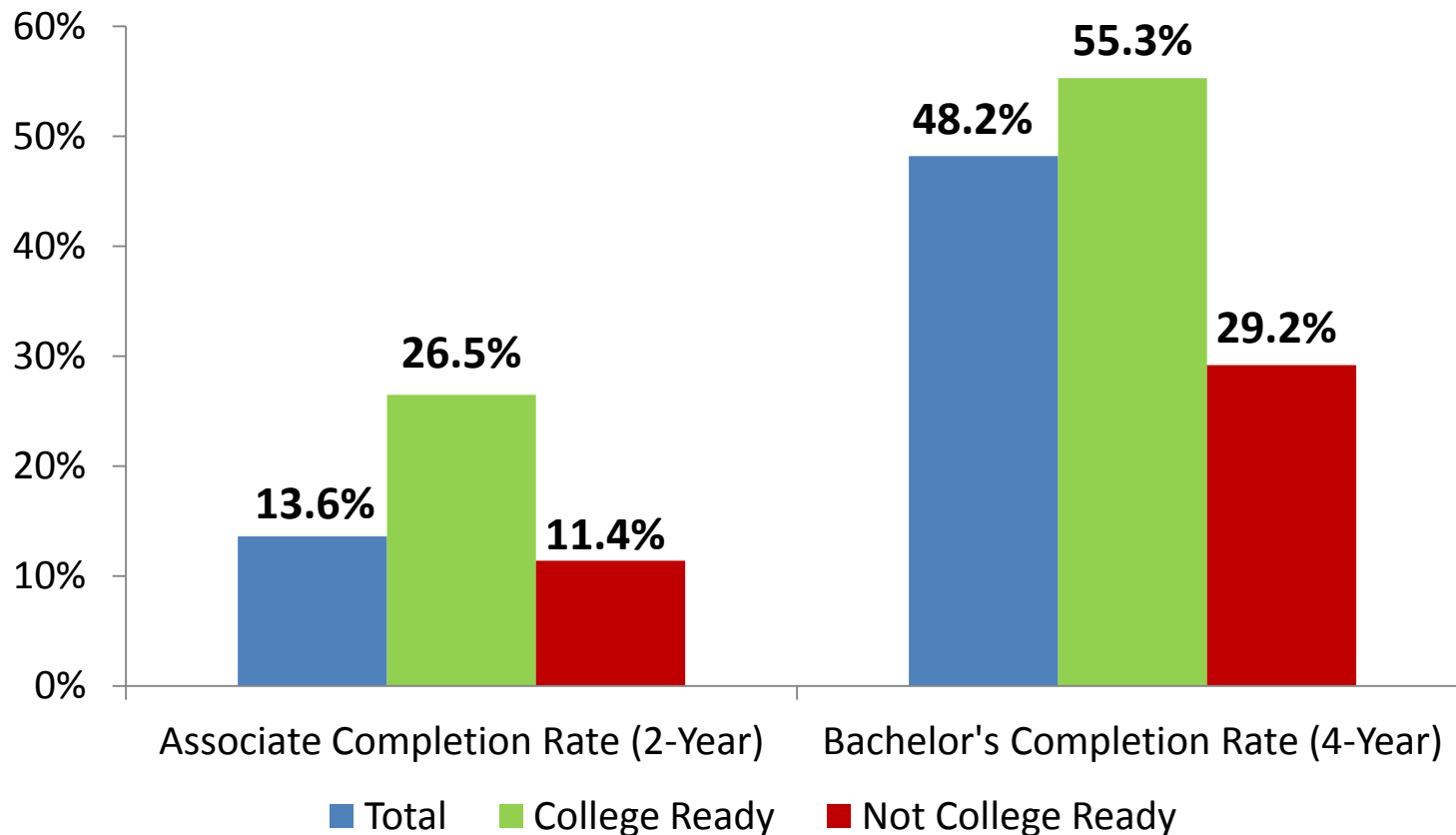


\*KY does not have a benchmark for science; this result is based on the ACT national benchmark of 24.

# Graduation Rate Gaps

## Underprepared Students

System completion rates of full-time, first-time associate and baccalaureate students who entered a KY public or independent university and completed a degree at any in-state public or independent institution, by college readiness at entry.

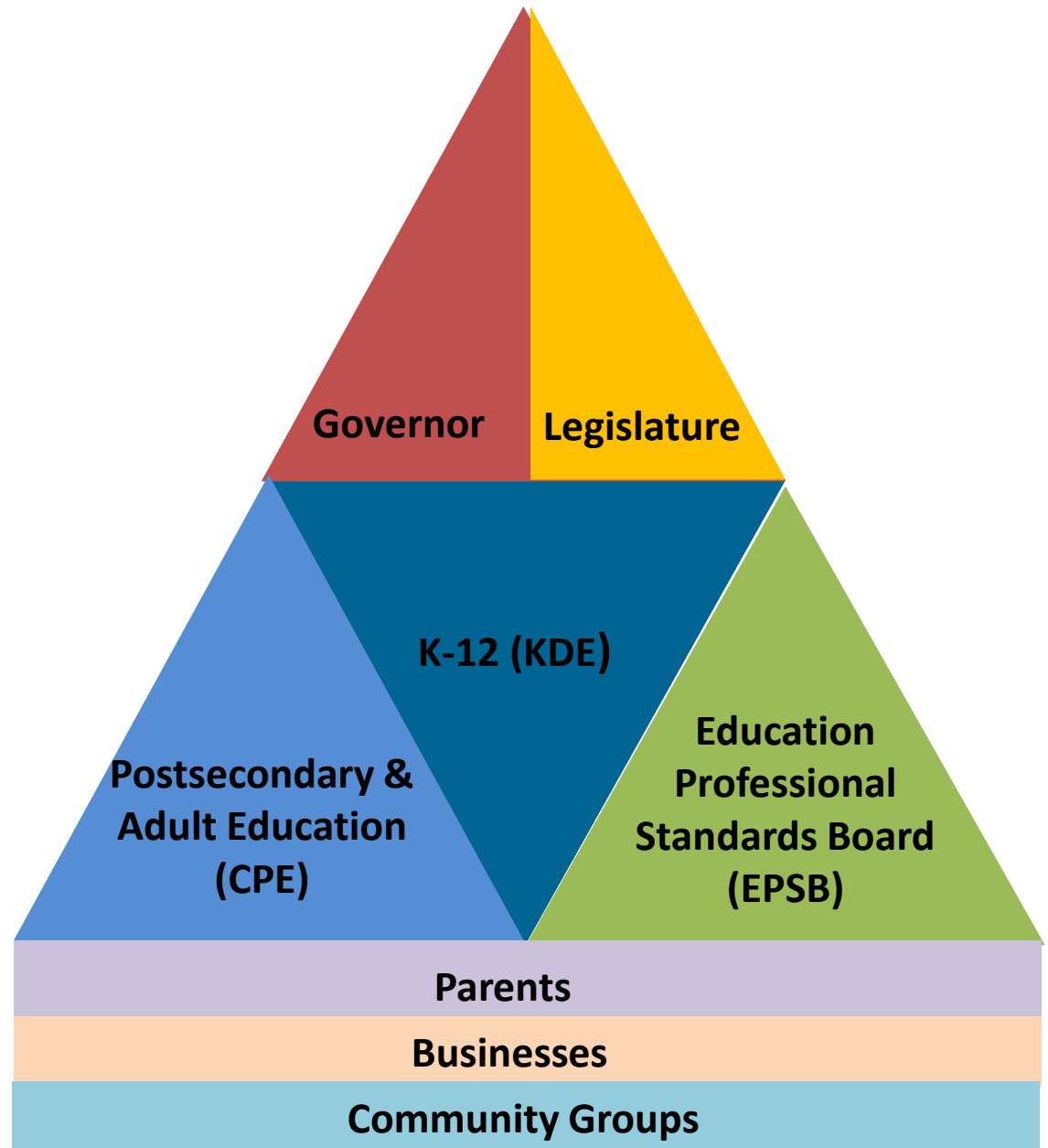


# Senate Bill 1 (2009)

**The  
Kentucky  
General  
Assembly  
passed  
Senate Bill 1  
in 2009.**



# SB 1 partners include:



# SB 1 Goals

- Reduce college remediation of recent high school graduates by at least 50%
- Increase college completion rates of developmental students by 3% annually





# SB 1 Called for New Standards

- Fewer but more in-depth
- Clearer
- Deeper
- Internationally competitive
- Aligned with postsecondary standards

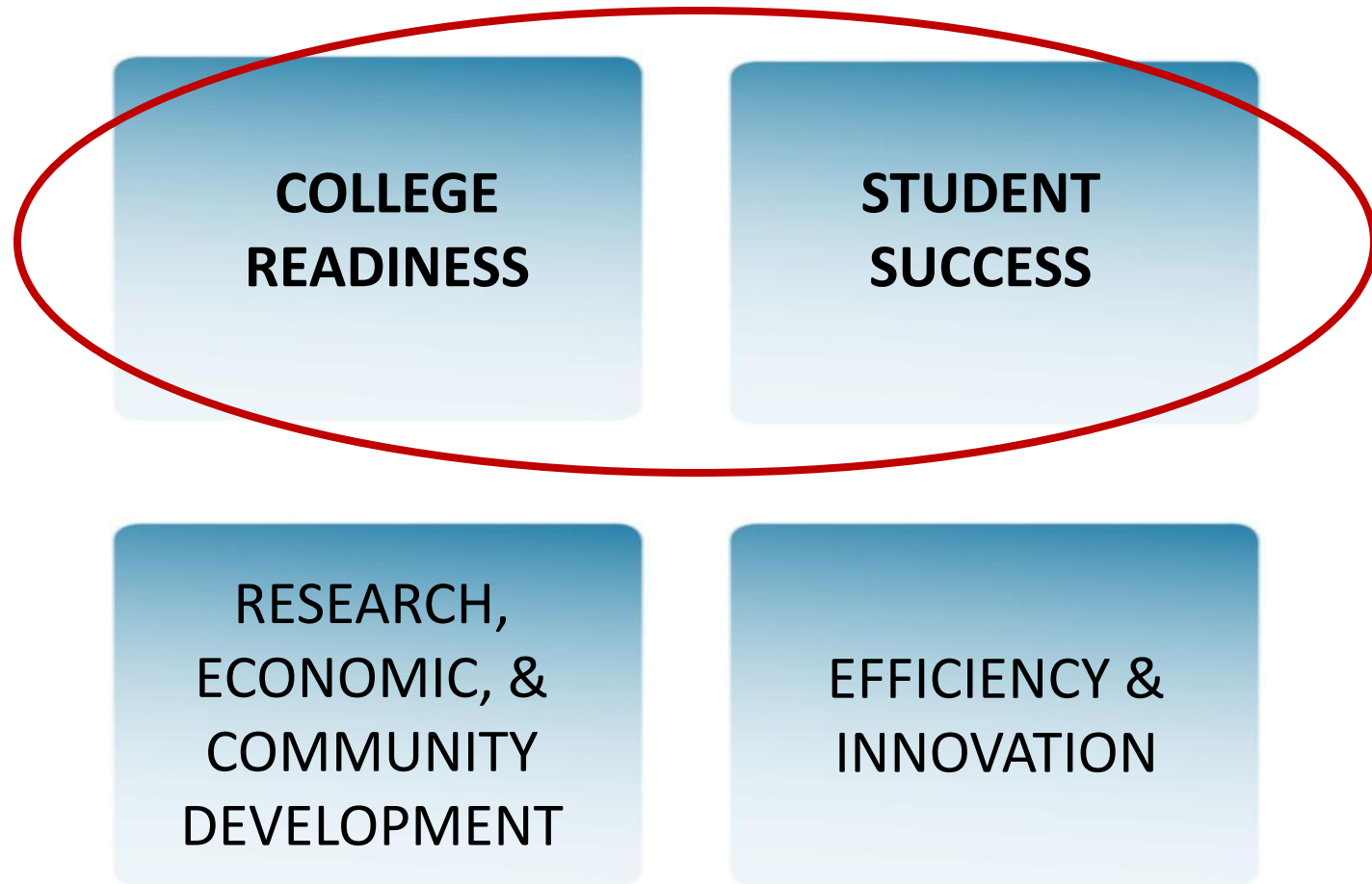


# Unified Strategy for College and Career Readiness

- Accelerated learning opportunities
- Secondary intervention programs
- College and career readiness advising
- Postsecondary college persistence and degree completion

# **Postsecondary and Adult Education Strategic Agenda**

# The Strategic Agenda: Areas of Focus



# The Strategic Agenda: College Readiness

**Policy Objective 1:** Increase the number of college-ready Kentuckians entering postsecondary education.

**Policy Objective 2:** Increase the number of college-ready GED graduates.

**Policy Objective 3:** Increase the effectiveness of Kentucky's K-12 teachers and school leaders.



# Commonwealth Commitment

- Signed by college and university presidents, KDE commissioner, CPE President, and legislators.
- Pledge to work collaboratively to improve student transitions and implement the Unified Strategy.





A photograph of two students, a Black male and a white female, sitting at a table in a library or study area. They are both looking down at papers on the table. The male student is wearing a dark jacket over a white shirt, and the female student is wearing a red shirt. Bookshelves filled with books are visible in the background. The text 'IMPLEMENTING SB 1: Putting the Pieces Together' is overlaid in the center of the image in a blue, bold, sans-serif font with a white outline.

# IMPLEMENTING SB 1: Putting the Pieces Together



# Develop New Standards

- Reached agreement on what constitutes “readiness.”
- Joined NGA and CCSSO effort to develop new common core standards.
- Recruited over 100 faculty members to review draft standards.
- Created Kentucky buy-in and confidence that new standards fulfill expectations.
- Kentucky Adult Education adopted the Common Core Standards.





# Develop New Assessments

- Participating in the PARCC consortium.
- Developed common learning outcomes and readiness indicators using ACT, SAT, Compass, and KYOTE.
- Assessment tools demonstrate knowledge that students need is being learned.



# Keep the Legislature Engaged & Informed

- Created SB 1 steering committee including legislative leadership, CPE, KDE, EPSB and Governor's Office.
- Kept legislators apprised of progress.
- Demonstrated financial needs to fund necessary professional development.
- Received appropriation of \$6M, plus \$1.5M recurring funds.



# How the \$6M Was Used



**Built capacity  
at CPE to  
create web-  
based training  
materials**

**Train-the-  
trainer model  
for campus-  
based  
professional  
development  
with 2,660  
faculty trained  
to date**

**Grants to  
campuses to  
develop  
understanding  
of common core  
standards and  
impact on  
curriculum**

**Competitive  
grants for 3  
regional  
assessment  
academies to  
work with  
teachers to  
implement  
common core  
standards**

**Competitive  
grants for  
ongoing,  
sustained  
PD for  
college  
faculty**

**Grant to  
evaluate  
PD  
efforts**

# Develop Strategy to Build Public Support

- Educate public about SB 1 and need for more rigor.
- Partner with Prichard Committee and local and national foundations to develop informational materials.
- Support from the Gates Foundation to hold a series of informational sessions presented by Commissioner Holliday and State Chamber of Commerce.



**Progress**

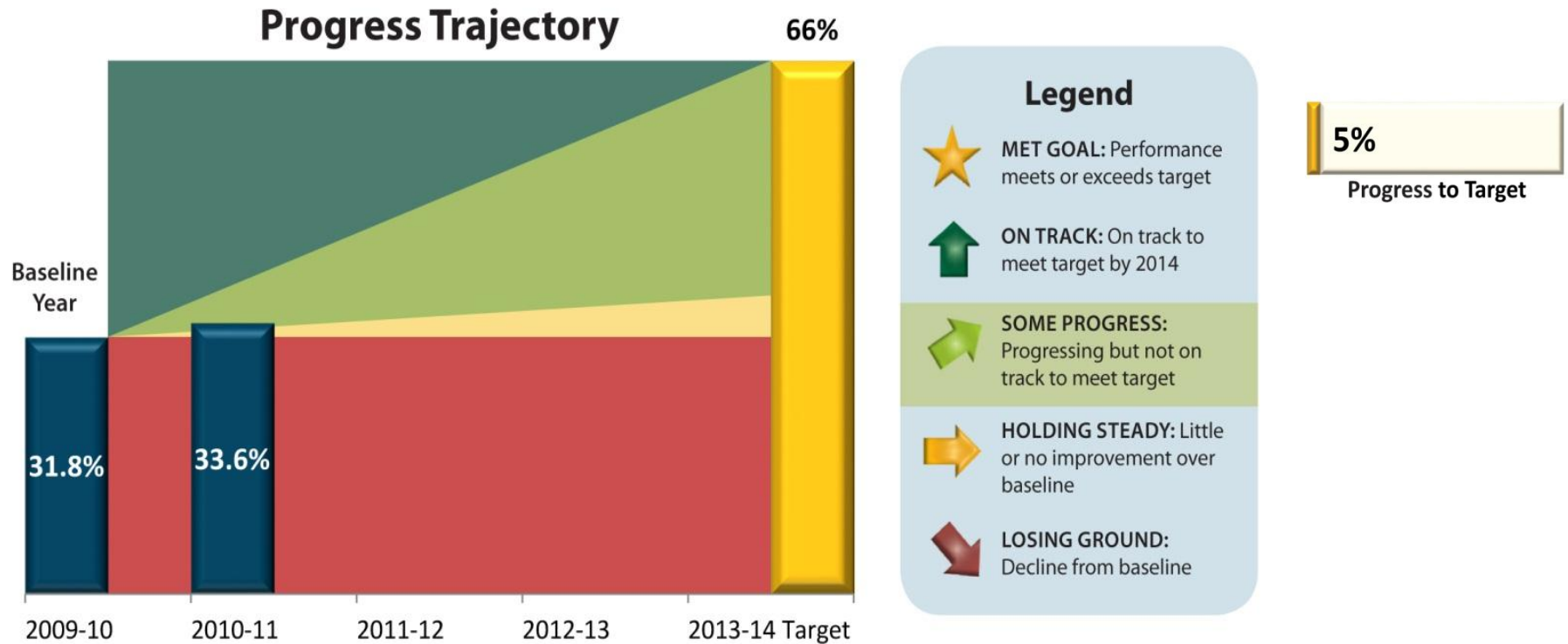
# COLLEGE READINESS

*Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.*



## Readiness of all h.s. graduates in all subjects

Percent of recent Kentucky public high school graduates in the region who met statewide standards for readiness in English, mathematics, and reading.



Data source: Kentucky Department of Education (KDE), High School Graduates' College/Career Readiness Percentage

# Kentucky's College Readiness Efforts

*“Over the short period of approximately two years, Kentucky has taken college and career readiness from an idea to a statewide education reform initiative. Kentucky has made dramatic progress in implementing a college-readiness agenda...From the revision of content standards to assessments, accountability, curriculum and teacher (educator) development, Kentucky has led the region – and possibly the nation – in embracing and achieving dramatic results in increasing college and career readiness.”*

*State College and Career Readiness Initiative: Final Progress Reports (SREB, 2011)*



# Lessons Learned



Involve higher education as early as possible when adopting new standards to gain buy-in and ownership.



K-12's success is critical to higher education's success.



P-20 collaboration is critical and must extend deep into each sector.



Assessment of readiness drives placement decisions for students, not admissions.



# Related Benefits



**Standardization of general education learning outcomes**



**Enhanced transfer opportunities across the system**



**Agreement on common placement exams and common learning outcomes for college readiness**



**Redesign of master's degrees for teachers/leaders incorporating more rigorous standards and continuous assessment strategies**

**What's Next:  
Teacher Preparation,  
Professional Development,  
and Developmental Education**

# Recent KY Initiatives in Educator Preparation

- Redesign of master's degrees for teacher & principal programs.
- Requirement for teacher candidates to pass rigorous basic skills exams.
- Higher GPA requirement for admissions.
- Demonstration of essential teacher dispositions and 21st century skills for all candidates.
- Inclusion of high-quality clinical experiences (KY joined the Council for the Accreditation of Educator Preparation, a national alliance for clinical teacher preparation).

# Difference in Beginning Teacher PD Need vs. Receipt

Professional Development Area	% Indicating a Need in 2011	% Indicating They Had 10 or More Hours Over the Past Two Years
Differentiating Instruction	74.3	43.8
Special Education (Disabilities)	71.8	25.1
Closing the Achievement Gap	70.4	29.1
Special Education (Gifted/Talented)	67.4	8.1
Reading Strategies	60.9	34.8
Methods of Teaching	58.4	48.1
Student Assessment	58.4	49.5
Classroom Management Techniques	55.9	31.2
Integrating Technology into Instruction	54.9	39.1
Your Content Area	46.0	50.3
English Language Learners	44.9	6.7

*Source: TELL Kentucky: Creating Supportive School Conditions for Enhancing Teacher Effectiveness.*



# Frequency of Mentoring Activities Reported by New Teachers

Mentoring Area	Never	Sometimes	At Least Once a Week
Observing my Mentor's Teaching	37.5%	54.4%	8.2%
Analyzing Student Work	14.0%	58.3%	27.7%
Reviewing Results of Students' Assessments	13.2%	61.1%	25.7%
Aligning my Lesson Planning with State/Local Curriculum	12.2%	54.2%	33.6%
Developing Lesson Plans	11.1%	56.3%	32.6%
Addressing Student or Classroom Behavioral Issues	7.3%	54.8%	38.0%
Reflecting on the Effectiveness of my Teaching	5.6%	57.2%	37.2%
Being Observed Teaching by My Mentor	5.5%	84.0%	10.5%

Source: TELL Kentucky: Creating Supportive School Conditions for Enhancing Teacher Effectiveness.



# Next Steps in Teacher Preparation

- Better integrate teacher preparation programs with colleges of Arts & Sciences and other content areas.
- Change the notion that elementary and middle school teachers should be “generalists.”
- Require teacher candidates to participate in intensive clinical experiences.
- Continue to elevate the selectivity of teacher preparation programs.
- Conform content of pre-service and professional development to TELL survey results.

# Professional Development

- Improve professional development for school leaders to emphasize academic leadership.
- Involve Kentucky colleges and universities in the design and provision of research-proven, high-quality, effective professional development.
- Encourage growth of the Kentucky Partnership Academies (formerly known as Assessment Academies) and Regional Content Leadership Networks. Currently housed at three universities, the goal is to expand this network.

# Developmental Education

- Rethinking and redesigning the delivery of developmental education
- Emporium model
- Learn on Demand
- Supplemental coursework
- Bridge programming



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